Music Curriculum End Points

	Listen and respond	Explore and create	Singing	Share and perform	Improvisation	Composition
Reception	To know at least 3 classic nursery rhymes by heart. To move to music by dancing, marching or acting.	To know that we can move with the pulse of music. Copy basic rhythm patterns of single words, building to short phrases from songs.	To sing simple nursery rhymes from memory. To sing along with pre-recorded songs and add actions.	To know a performance is to share music with others. Record a performance and talk about it.		
Year 1	To know 3 simple songs by heart. To recognise the sound and names of at least 2 instruments. To understand which type of music (from a provided selection) they prefer to move to.	To know that music has a steady pulse, like a heartbeat. To be able to create rhythms for others to copy.	To confidently sing simple songs from memory, both alone and in unison. To understand the difference between low and high pitch.	To know the name of the individual notes they play as part of an ensemble. To listen to and follow musical instructions from a leader.		
Year 2	To know that some songs have a chorus and/or call and response part. To know that different songs belong to different genres of music.	To begin to understand the different between rhythm and pulse. To copy back short rhythmic phrases based on words with one or two syllables (Game 4).	To understand that singing in unison means that everyone sings at the same time. To learn to start and stop singing at the correct time when following a leader.	To know the names of at least 3 different untuned percussion instruments. To play an instrument as part of an ensemble with a steady pulse.		

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	To begin to learn how songs can tell a story or describe an idea.					
Year 3	To choose a song and identify the lyrics, sections and name some heard instruments. To take turns when discussion how a song makes them feel.	To understand how pulse, rhythm and pitch work together to create a song. To successfully take part in a pitch copy back game.	To understand the importance of warming up your voice. To successfully sing in unison and simple two-parts.	To know the names and simple features of the instruments used in class. To successfully play at least one differentiated part using a tuned instrument (one note, simple, medium or melody).	To know that to improvise is to make up your own tune or song.	To know that a composition is music which is created and recorded by you.
Year 4	To choose a song and be able to discuss at least one musical dimension within it (texture, dynamics, tempo, rhythm, pitch). To identify and move to the pulse of a song.	To create musical ideas for a group to copy or respond to. To successfully take part in a pitch copy-back and vocal warm up.	To identify that different songs can make us feel different emotions. To begin to sing with an awareness of being 'in tune'.	To understand that there are a wide range of instruments that can be played, beyond those experienced in school. To experience leading the playing of music.	To understand that when someone improvises, they are making up a tune or song that has never been heard before.	To create a simple melody using at least 3 different notes.
Year 5	To research a particular song and it's creator to find out who they were, when it was		To be able to explain to others the importance of warming up your voice.	To understand that music can be written down in different ways, including non-	To understand that using fewer notes confidently is better than using	To begin to recognise the difference between symbols of written music

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	written and why it was written. To understand that songs can contain messages or morals.		To experience rapping or solo singing.	standard notation, staff notation and symbols. To play a musical instrument with the correct technique within the context of a learnt song.	more with less confidence.	and the sound of an instrument.
Year 6	To choose 2 or more songs and be able to explain similarities and differences in musical features (instruments, lyrics and their meanings, musical dimensions). To describe songs using the correct musical vocabulary.		To know some generic features of at least 3 different genres of music. To understand and demonstrate a good singing posture.	To know the following notes on the treble stave: C, D, E, F, G, A, B + C To lead a group in a musical rehearsal.	To understand and demonstrate that if you improvise using given notes, it is impossible to make a mistake.	To listen back to and comment on their own composition and make musical decisions on how it could be improved.